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ABSTRACT

This paper attempts to relate the Safran Student Interest Inventroy (SSII) to a decision-making model and show how it can be used as an important informational device in enabling students to become goal directed, assume more responsibility for being, and develop their confidence in becoming. The decision-making process involves working through the following steps: (1) selecting a goal; (2) collecting all pertinent information; (3) establishing and examining alternatives and possible consequences; (4) selecting an alternative after weighing the risks against the values involved; and (5) periodic evaluation and modification as required, to approach the desired goal. Input for the process of decision-making about one's future educational career plans will require a knowledge of (1) your own interests and aptitudes; (2) the world of work; and (3) the relationships between your interests, aptitudes and requirements of the chosen careers. Tying together the decision-making process and input for the process is a strategy which attempts to minimize the risk of error. (Author/TA)

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THE USE OF SSII IN COUNSELLING

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CG 006 576

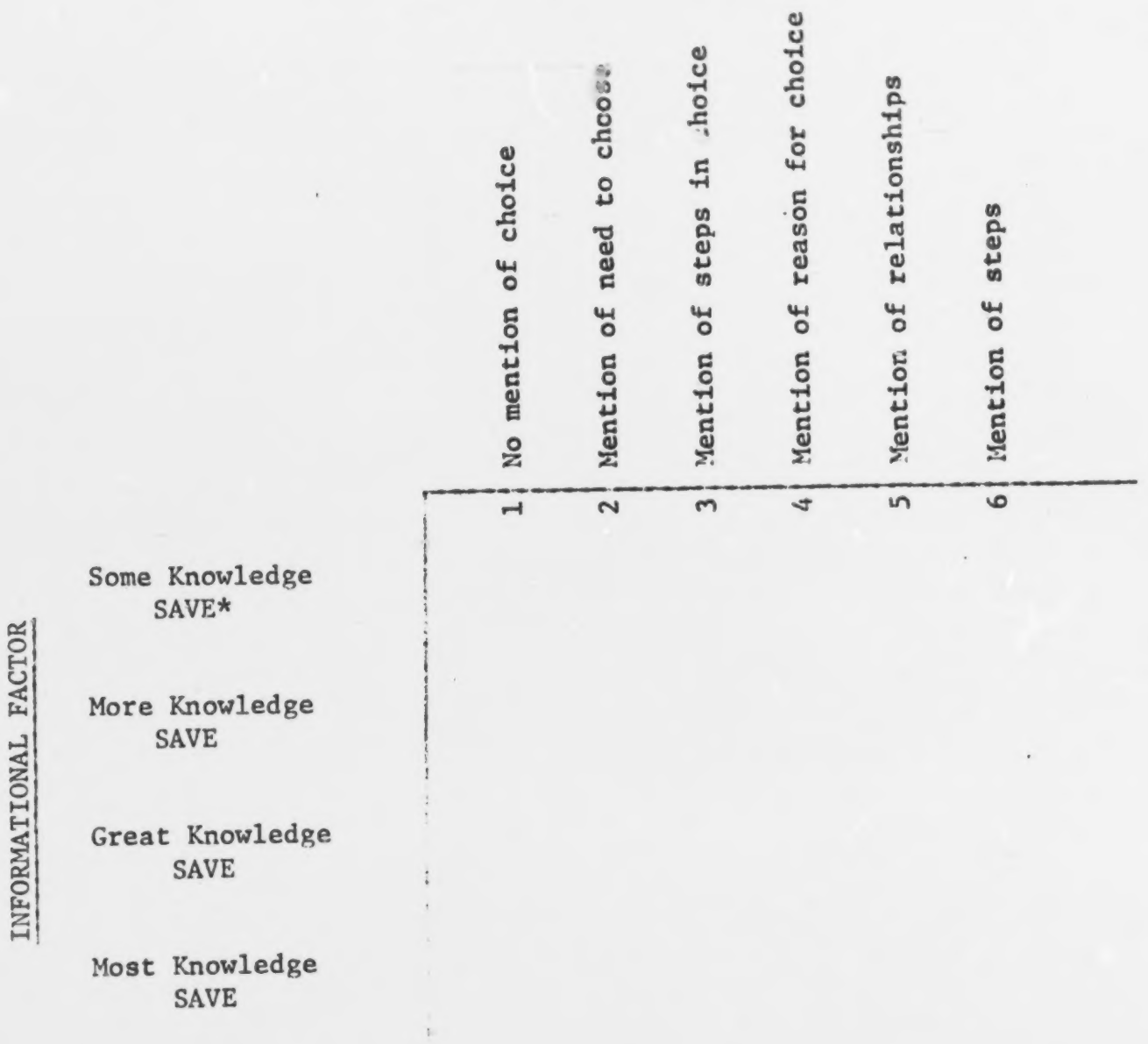
THE USE OF THE SSII IN COUNSELLING

Learning to choose is an integral part of a person's life. Decisions are being made daily as a result of random selection or planned action. However, wise decisions require planning and information is necessary for planning. This paper will attempt to relate the SSII to a decision-making model and show how it can be used as an important informational factor in enabling students to become goal directed and assume more responsibility for <u>being</u> and develop their confidence in <u>becoming</u>.

The goal of guidance is to encourage the student to establish purposes so that he will evolve his own goals. The student must compare his current experiences with the conditions that he desires while noting that what he desires does not exist. Nevertheless, it is possible to compare what is with what may be. In so doing, the student is encouraged to choose, develop, modify, and perform in such a manner as to approach his desired goal. Information is necessary, but the other part of the process, a strategy for choosing, is the important factor because it involves a person's own values, preferences and desires. Students should know the relative importance of each possible alternative and outcome before making a well-considered choice. The more knowledge a student has about the range of alternatives the more he is able to exercise his freedom to choose. The more he is aware of his values, the more able he is to bring about the outcomes he desires. Another factor involved in wise decision making is to find out where the student is in the decision-making process because the degree of vocational maturity will undoubtedly affect the risk of error.

If an individual is to begin to make decisions about the future, he must have adequate knowledge and a vocational maturity. To put it more succintly, if he is to cut down the "risk of error" in making choices, he must be competent in the handling of both the "Vocational Maturity Factor" and the "Informational Factor". The strategy for decision making can then be graphed on a two-dimensional plane.

FIGURE I - STRATEGY FOR DECISION MAKING


VOCATIONAL MATURITY FACTOR
1 No mention of choice
2 Mention of need to choose
3 Mention of steps in choice
4 Mention of reason for choice
5 Mention of relationships
6 Mention of steps
INFORMATIONAL FACTOR
Some Knowledge SAVE*
More Knowledge SAVE
Great Knowledge SAVE
Most Knowledge SAVE

* SAVE represents the individual's knowledge about his social, academic, vocational and emotional competence. This model was developed by Dr. C. Safran in his original decision making manuscript.

FIGURE II - RISK OF ERROR IN MAKING DECISIONS
"INDIVIDUAL A"

Individual A has "more knowledge", step 2 (Informational Factor) and he is at Level 3, "Mention of Choice" (Vocational Maturity Factor).

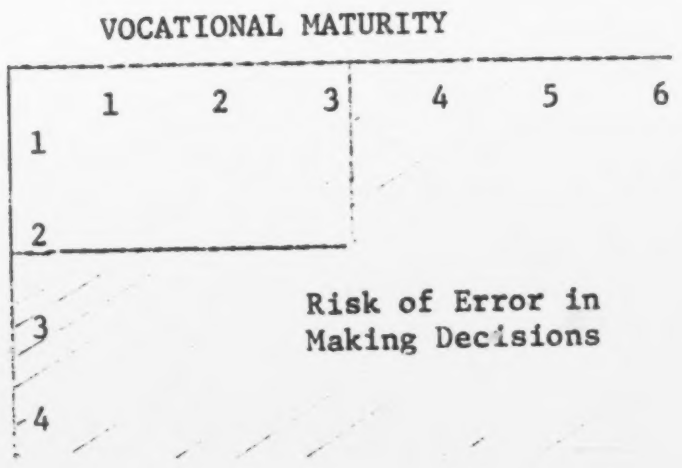


FIGURE III - INDIVIDUAL B

Step 4 - Information Level 5 - Vocational Maturity

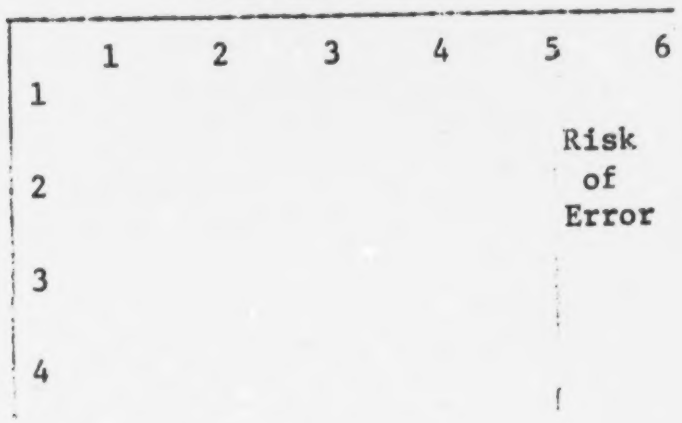


Figure II and Figure III clearly indicated the strategy of decision making. Individual B has far less chances of making errors in his choices than Individual A.

The decision-making process involves using the model and working through the following steps:

1. Select a goal.
2. Collect all pertinent information.
3. Establish and examine alternatives and possible consequences.
4. Select an alternative after weighing the risks against the values involved.
5. After implementation of one's choice, periodic examination should occur to make provisions for modifications in order to approach the desired goal.

This latter part of the paper only stresses one area of information, namely interests, although other information included in SAVE should not be ignored in any strategy of decision making. In today's society many people are questioning intelligence, personality and aptitude measures because they tend to label students. The emphasis seems to be on positive growth and students are encouraged to maximize their individualities. In this regard, interest inventories have been more widely accepted by students and parents because there are no right or wrong answers, no stigma attached to a score and student interests are subject to change as they reach maturity. Dr. P. E. Vernon, in his paper, "Diagnosis in the Junior High School By Group Tests", The Western Psychologist Monograph Series No. 2, indicates that the SSII was tremendously popular with students and appeared to be more meaningful and disgnostically valuable. K. E. Nichols, in a research project using the SSII, states the SSII is a useful instrument for counselling college-bound students. It is short, easy to administer, easy to score, and it discriminates between faculties. Other evidence also supports interest inventories, provided counsellors are involved in

interpreting the information to students and that the tests are used in assisting students to discover, explore and discuss occupations related to particular interest areas.

The Safran Students Interest Inventory has been used successfully in the Calgary School System for seven years. The SSII has three other dimensions that make it an effective counselling tool. First, student interests are related to school subject areas. Secondly, students rate themselves on four levels of ability - academic, technical, social, and clerical. This enables students to look at their self-concept realistically. Thirdly, occupations are grouped not only in particular interest areas but according to educational and academic levels as well. The reasons for adding other dimensions are to stimulate greater student interest in subject areas and to make it more relevant and meaningful to them, to provide an opportunity for students to assess their academic level and relate this information to occupations, and to show students that their interests may be satisfied in occupations requiring more or less education, depending on student achievement at a given point in time. In effect, the four dimensions may assist students in personalizing this information so that they may make better decisions. It also provides the counsellor with positive information on the student, regardless, of his degree of academic success within the school setting.

The turning of occupational facts into information is a personal and educational process. Personal knowledge is the interplay of facts, ideas, purposes and action. Any information without this is worthless because we cannot look solely toward facts, data, and information in isolation from persons and processes.

The aim is to make the student aware that good decision making must take into account his pattern of interests. Suggested group guidance procedures, using group techniques and interpersonal skills, will involve discussions on:

1. Interest and aptitudes

   (a) definition of interests
   (b) types of interests
   (c) nature of interests
   (d) contrast between interest and aptitudes

2. Interest Inventories

   (a) Purpose
   (b) SSII - its nature and organization
   (c) Seven occupational interest areas measured
   (d) Related Information
      (i) Self rating levels of ability
      (ii) School subject areas
      (iii) Educational levels and occupations

3. Administering the Inventory

   (a) procedures for administration
   (b) totalling, transferring, obtaining grand totals and graphing
   (c) self-rating levels of ability
   (d) subject interest areas

4. Interpreting the results

   (a) Ipsative approach
   (b) Normative approach
   (c) School subject interest
   (d) Self-ratings of ability

The final stages of this study will attempt to relate the student's qualifications (interests, aptitudes, achievement, emotional and social maturity) to the world of careers, and to study the relationships between these qualifications and the requirements of the careers which interest him. A combination of an interest area and an educational level leads to career areas. This is indicated in the following table.

YOUR EDUCATIONAL AND CAREER PLAN

To make a decision about your future educational and career plans, you need to know:

1. your own qualifications (interests and aptitudes)
2. the world of careers
3. the relationships between your qualifications and the requirements of the careers which interest you.

STEPS TO FOLLOW.

The steps you follow in your educational and career planning should include the following:

1. Select your interest area and your educational level from the following table.
2. Select from a section or several sections of the table the careers you wish to study, possibly in a first, second, third etc. level of choice.
3. Study the summary lines in Career Trends and the career information sheets using the CIS numbers.
4. Obtain and study the related career information pamphlets.
5. Discuss with your school counsellor any problems you have in this process, and any requests you have for additional information.
6. Obtain all the information you can about your selected areas from other literature, from contact persons listed in the pamphlets and in the Panel in Career Trends. Watch for announcements of information sessions and open house sessions organized by post-secondary school institutions in your selected area. If possible, get some work experience in the area through casual or volunteer work.

Use every available means to ensure that you have the right educational and career plans; to indicate to an educational department that you should be enrolled in a training program or to a potential employer that you should be employed in a beginning job in your selected career area.

INTEREST AREAS USED IN THE TABLE.

1. ECONOMIC - interest in the business world, either in clerical detailed work or in sales work with people.
2. TECHNICAL - interest in work with machines and tools.
3. OUTDOORS - interest in outside activities.
4. SERVICE - interest in working with people.
5. HUMANE - professional service - interest in helping people.
6. ARTISTIC - includes creative work using drawing painting and printing material, music and dramatics.
7. SCIENTIFIC - interest in working with science ideas, equipment, and research.

CAREER AREAS: in terms of interest areas and educational level

The career information sheet number (CIS) is given before the career name.

INTEREST AREAS	EDUCATIONAL LEVELS			
	1. less than H S Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
1-2 Economic - Technical	90 Office Machine Technician (NAIT course)	107 Calculating Machine Operator 108 Bookkeeping Machine Operator 109 Offset Durlicating Machine Operator 116a Computer Console Operator		
1-3 Economic - Outdoor			55e Agri-business Technology	
1-4 Economic - Service	70 Waiter, Waitress 127 Butcher 143 Partsman 166 Hotel Careers 169 Laundry & Dry Cleaning Worker 178 Taxi Driver 180 Transit Operator	103 Mail Clerk 104 File Clerk 105 General Clerk 105a Customs & Traffic Clerk 106 Accounting Clerk 110 Telephone-Switchboard Operator-Receptionist 111 Typist 112 Stenographer-Secretary 112a Cashier 114 Banker 115a Air Traffic Controller 116 Keypunch Operator 116b Data Control Clerk	58 Banking Program (NAIT) 60 Business Administrator 79 Hotel, Motel, Restaurant Administrator 86a Medical Record Librarian 86b Medical Records Technician 88 Merchandising Administrator 98 Secretarial Arts and Science	34 Petroleum Landman 42 Business Economist 42a Business Marketing Manager 42b Business administrator
1-5 Economic - Humane		117 Industrial Accountant 118 Insurance Career 119 Radio & TV Career 120 Sales Career 120a Passenger Agent-Airline 120b Library Aide - School Aide	82 Library Assistant	8 Chartered Accountant 16 Economist 19 Geographer 25 Lawyer 26 Librarian 39 Political Scientist 115 Civil Service Career
1-6 Economic - Artistic	64 Commercial Sign Writer 155 Furrier 156 Printer 158 Watchmaker, Jeweller	113 Advertising Career	51 Advertising Art 77 Graphic Arts Administrator	
1-7 Economic - Scientific			65 Computer Technologist	12 Computer Scientist 27 Mathematician 27a Statistician
2-3 Technical - Outdoor	126 Bricklayer 139 Iron Worker 149 Roofer		55 Agricultural Equipment Technician (Olds)	

INTEREST AREAS	1. less than H S Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
2-4 Technical - Service	122 Auto Body Mechanic 123 Baker 128 Cabinet Maker 129 Carpenter 130 Cook 135 Factory Worker 135a Floor Covering Mechanic 136 Gas Fitter 137 Glassworker 138 Heavy Duty Mechanic 139a Lather 140 Machinist 141 Millwright 142 Motor Mechanic 145 Plasterer 146 Plumber 150 Sheet Metal Mechanic 151 Steam fitter 152 Tile Setter 153 Welder 157 Projectionist 159 Pilot - Aircraft 160 Canadian Armed Forces Tradesman 161 Railway Career 179 Truck Driver		54 Aircraft Maintenance Technology 57 Auto Service Technologist 63 Commercial Cook 63a Commercial Baker 63b Short Order & Specialty Cook 68 Diesel Mechanic 78 Heavy Duty Equipment Technologist 79a Industrial Production Technology 83 Industrial Engineering Technologist 84 Materials Technology 89 Millworker & Carpenter 94 Plastics Technology 95 Power Engineering 96a Radio & TV Technology 131a Dental Technician 159 Pilot - Airline	
2-5 Technical - Humane			131 Dental Mechanic	7 Canadian Armed Forces Officer
2-6 Technical - Artistic	144 Painter-Decorator			
2-7 Technical - Scientific	121 Appliance Serviceman 132 Electrician 133 Electrician-Power 134 Electrician-Communication 134a Electrical Mechanic 138a Instrument Mechanic 147 Radio Technician 148 Refrigeration Mechanic		52 Aeronautical Engineering Technologist 53 Air Conditioning and Refrigeration Technologist 61 Chemical Technology 72 Electrical Technologist 73 Electronic Technologist 73a Telecommunications Technologist 73b Broadcast Technologist 74a Food Processing 80 Instrumentation Technologist 85 Mechanical Engineering Technologist 100 Structural Technology	9 Chemist 17 Engineer 37 Physicist
3-4 Outdoor - Service	167 Firefighter - City 172 Policeman - City 173 Policeman - RCMP 174 Postman 175 Service Station Operator		97 Recreation Facility Operator	
3-5 Outdoor - Humane				41 Physical Educator 43 Recreational Director

INTEREST AREAS	1. less than H S Diploma 2. apprenticeship *(See note below)	3. High School Diploma	4. Institute of Technology 5. College	6. University
3-6 Outdoor - Artistic	55c Gardener			
3-7 Outdoor - Scientific	154 Farmer		55a Agricultural Technician (Olds) 55c Horticulturist 55d Soil Technician 59 Biological Sciences Technologist 62 Civil Technologist 74 Exploration Technologist 75 Forest Technician 76 Gas Technologist 88a Meteorological Technician 91 Petroleum Technologist 101 Surveying Technologist	2 Agriculturist 4 Archaeologist 6 Biologist 9a Biochemist 18 Forestry Scientist 20 Geologist 21 Geophysicist 29 Meteorologist 48 Veterinarian
4-5 Service - Humane	163 Caretaker 164 Household Service Maid 176a Purser-Airline (Steward)	176 Stewardess - Airline	99 Social Services Technologist	11 Clergyman 44 Social Worker 45 Sociologist 47 Teacher
4-6 Service - Artistic	124 Barber 125 Beautician 169a Model 177 Tailor		55b Fashion & Design Merchandising Technician (Olds) 92 Photographic Technologist 96 Radio & TV Broadcaster 102 Television, Stage & Radio Arts	
4-7 Service - Scientific				3 Anthropologist 40 Psychologist
5-6 Humane - Artistic			81 Journalism Administrator	1 Art teacher 15 Drama teacher 24 Journalist 30 Music teacher
5-7 Humane - Scientific	170 Mortician 171 Nursing Aide 171a Nursing Orderly		66 Dental Assistant 67 Dental Laboratory Technologist 69 Dietary Service Technologist 80a Respiratory Technologist 86 Medical Laboratory Technologist 87 Radiological Technician 90a Optician	10 Chiropractor 13 Dentist 14 Dental Hygienist 22 Home Economist 28 Medical Laboratory Scientist 30a Naturopath 31 Nurse 32 Occupational Therapist 33 Optometrist 35 Pharmacist 36 Physiotherapist 38 Physician - Medical Scientist 38a Podiatrist 46 Speech Pathologist & Audiologist
6-7 Artistic - Scientific			56 Architectural Technologist 71 Drafting Technologist	5 Architect 23 Interior Design

*Although careers in this column do not require a High School Diploma, many persons obtain a High School Diploma before entering the career.

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Students may later seek out the counsellor more readily to help clarify information. Individual educational and vocational counselling sessions will undoubtedly be more productive as students gain further insight and become more involved in personal decision making.

In summary, I have attempted to express students' needs for greater interpersonal relationships with teachers and counsellors and their desire to become skillful in decision making by presenting a decision-making model, using a goal-oriented step-by-step approach for planning decision making, and taking the SSII as one variable in the information factor to illustrate how students may not only receive more educational and vocational information but by personalizing thir information it would raise their vocational maturity level and cut down on the risk of error. Finally, the ultimate goal is to develop student proficiency in decision making so that he may become more independent and take responsibility for the consequences of his decisions.

/vj